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ABSTRACT

A project revalidated, revised, and adapted/modified the minimum core competencies for the management and cooperative vocational/industrial education (CIE) courses on the secondary level. In Missouri, each marketing instructor teaching a management course and each CIE instructor completed a survey instrument for the assessment of each core competency in the current curricula. Data were tabulated and reviewed by project advisory committees, and revisions and/or modifications were made. A review was then conducted by selected business/industry personnel for each curricula. Focus groups reviewed the revised core curricula and solicited information concerning instructional resources. The revised core competencies were cross-referenced with selected textbooks and resource materials. The project resulted in the development of revised core competencies for the management course in the marketing education curriculum and general related competencies for the CIE curriculum. (Appendixes to the report are survey instruments and the revised competency listing for management and CIE. For each area, a teacher's resource guide details the cross-referencing of competencies to instructional materials. Each resource guide is structured as follows: review of revalidation process; list of revisions in the core curriculum; core curriculum; expected student learning outcomes; suggested curriculum model, including week number, primary focus/core competencies, and secondary focus/occupational specific; and cross-referenced instructional materials.) (YLB)

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COMPETENCY PROFILE DEVELOPMENT FOR MANAGEMENT IN MARKETING EDUCATION ON THE SECONDARY LEVEL AND COOPERATIVE VOCATIONAL/ INDUSTRIAL EDUCATION PROGRAMS ON THE SECONDARY LEVEL

Project Number: 91-133-110-7(B)

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June 30, 1991

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ABSTRACT

TITLE: Competency Profile Development for Management in Marketing Education on the Secondary Level and Cooperative Vocational/Industrial Education Programs on the Secondary Level

PRINCIPAL INVESTIGATOR: Clifton L. Smith, University of Missouri-Columbia

PROJECT GOAL: To revalidate, revise, and adapt/modify the minimum core competencies for the Management and Cooperative Vocational/Industrial Education courses on the secondary level.

OBJECTIVES: (1) To develop a revalidation procedure that involves all secondary instructors teaching either Management or Cooperative Vocational/Industrial Education in Missouri. (2) To develop a revalidation procedure that involves selected business/industry personnel. (3) To collect and analyze the data from the revalidation procedures and make the necessary revisions and/or modifications in the minimum core competencies in each of the two curricula. (4) To develop a procedure to cross-reference the core competencies with appropriate textbooks and resource materials for utilization by marketing and cooperative education instructors. (5) To establish and utilize a project advisory committee for each curriculum to assist with the revalidation and review of cross-reference of curriculum materials.

PROCEDURES: To implement the project design, the following activities were conducted: (1) Each marketing instructor teaching a Management course and each CIE instructor completed a survey instrument for the assessment of each core competency in the current curricula. (2) The data was tabulated and reviewed by the project advisory committees and revisions and/or modifications were made. (3) A review was conducted by selected business/industry personnel for each curricula. (4) Focus groups were conducted to review the "revised" core curricula and solicit information concerning instructional resources. (5) The "revised" core competencies for each curricula were cross-referenced with selected textbooks and resource materials. (6) A final review was conducted by members of each project advisory committee.

RESULTS AND FINDINGS: The specific results and findings from this project were the development of "revised" core competencies for the Management course in the Marketing Education curriculum and general related competencies for the Cooperative Vocational/Industrial Education curriculum.

FINAL PRODUCT: The final product from this project is a revised competency listing for Management and Cooperative Vocational/Industrial Education with each containing a Teacher's Resource Guide which details the cross-referencing of competencies to instructional materials.

RECOMMENDATION FOR FURTHER ACTION: The minimum core competencies in Management and Cooperative Vocational/Industrial Education should be reviewed and revised a minimum of every five years in order to reflect current marketing practices and to cross-reference with the current instructional resources available.

INTRODUCTION

The Marketing and Cooperative Education section of the Division of Vocational and Adult Education, through a funded project with the Marketing Education program at the University of Missouri-Columbia, developed a core curriculum for Management and Cooperative Vocational/Industrial Education as part of the Vocational Instructional Management System implementation in 1984. These are the minimum core competencies that should be utilized in programs on the secondary level. In order to ensure that the secondary programs of Marketing and Cooperative Education are providing up-to-date instruction in the discipline of management (for Marketing Education programs) and general related curriculum (for cooperative vocational/industrial education programs), these competencies needed to be revalidated.

STATEMENT OF THE PROBLEM

The goal of this project was to conduct a revalidation of the core competencies for both the Management and Cooperative Vocational/Industrial Education curricula and make the necessary revisions or modifications as deemed appropriate by the audiences who utilize them.

OBJECTIVES AND FINDINGS

The specific objectives and findings of the project were:

Objective Number One: To develop a revalidation procedures that involves all secondary instructors teaching either Management

or Cooperative Vocational/Industrial Education in the State of Missouri.

Findings: A survey instrument utilizing a likert scale for each curriculum (Management and Cooperative Vocational/Industrial) was developed (see Appendix A for a copy of the survey instruments). The likert scale had five points with descriptors ranging from "very critical" to "not critical" for the assessment of each core competency in the current curricula. Survey instruments was administered to each marketing instructors identified as teaching management and to all Cooperative Industrial Education teacher-coordinators. These individuals were identified through a teachers' list provided by the State Director of Marketing and Cooperative Education at DESE. In addition to the survey instrument, each instructor was asked to add any additional competencies which they deemed "critical" to the curriculum. Instructors were also asked to indicate the title of instructional resources that were utilized within the specific course.

Objective Number Two: To collect and analyze the data from the revalidation procedures and make the necessary revisions and/or modifications in the minimum core curriculums.

Findings: Upon completion of the data gathering from the surveys, the data was tabulated and presented to the appropriate project advisory committees for their review. Two project advisory committees were utilized for this project--one for the Management competencies and one for the cooperative vocational/industrial education competencies. Following the

revisions and/or modifications made by the project advisory committees, the "revised" core competencies for both the Management curriculum and the Cooperative Vocational/Industrial Education curriculum was reviewed by a select group of business and industry representatives for their input and modification.

Upon completion of the review by business/industry, four focus groups were established around the state (two for the Management competencies and two for the Cooperative Vocational/Industrial Education general related competencies). The purpose of the focus groups were to review the "revised" core competencies, solicit information concerning instructional resources for the purpose of cross-referencing, and to sort the competencies into topical headings under each major duty band.

Objective Number Three: To develop a procedure to cross-reference the core competencies with appropriate textbooks and resource materials for utilization by Marketing instructors teaching a management course and by Cooperative Vocational/Industrial Education teacher-coordinators for the general related core competencies.

Findings: Once the "revised" core competencies were determined, the competencies were cross-referenced with selected textbooks and resources materials identified by marketing and cooperative industrial education instructors. In addition, expected student learning outcomes were developed for major subdivisions of the core curriculum.

POPULATION

To gather data and information for this project, all secondary marketing instructors in Missouri teaching a Management course were surveyed and all Cooperative Industrial Education teacher-coordinators were surveyed. Selected Marketing instructors and Cooperative Industrial Education teacher-coordinators were utilized in focus groups and on the project advisory committees. A secondary population affected by this project, are those students who will enroll in marketing education and cooperative vocational/industrial education programs.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion Number One: A core curriculum, composed of competencies for the management course, revalidated by both marketing instructors and business/industry representatives; and cross-referenced to instructional materials will ensure that marketing instructors are providing up-to-date instruction in the discipline of management.

Recommendation: The core competency curriculum developed for Management should be distributed to local secondary marketing instructors. This will enable local secondary marketing instructors to continue implementing a vocational instructional management system within their programs.

Conclusion Number Two: The expected student learning outcomes and cross-referenced instructional materials by competencies will enable instructors to realign curriculum in marketing to include a management course.

Recommendation: The Marketing Education Teacher's Resource Guide should be distributed to local secondary marketing instructors. This will enable local secondary marketing instructors to continue implementing a vocational instructional management system within their programs.

Conclusion Number Three: A general related core curriculum, composed of competencies for the Cooperative Vocational/Industrial Education program, revalidated by both teacher-coordinators and business/industry representatives, and cross-referenced to instructional materials will ensure that Cooperative Vocational/Industrial Education teacher-coordinators are providing up-to-date instruction in preparing students for the transition from school to work.

Recommendation: The core curriculum developed should be distributed to local secondary cooperative vocational/industrial education teacher-coordinators. This will enable local secondary teacher-coordinators to continue implementing a vocational instructional management system within their programs.

Conclusion Number Four: The expected student learning outcomes and cross-referenced instructional materials by competencies will enable cooperative vocational/industrial education teacher-coordinators to realign their curriculum .

Recommendation: The Teacher's Resource Guide should be distributed to local secondary cooperative vocational/industrial education teacher-coordinators. This will enable local secondary teacher-coordinators to continue implementing a vocational instructional management system within their programs.

ATTACHMENTS

Procedures

References

Selected Bibliography

Instrument

Glossary

PROCEDURES

To implement the project design and to attain the objectives set forth, the following activities were conducted:

1. The project director developed a survey instrument utilizing a likert scale for each core curriculum, composed of competencies, for the Management and Cooperative Vocational/Industrial Education courses.

2. The survey was administered by mail to all marketing instructors identified by the Marketing and Cooperative Education section of DESE as teaching a management course and to all Cooperative Industrial Education teacher-coordinators identified by the Marketing and Cooperative Education section of DESE.

3. Upon completion of the data gathering from the survey, the data was tabulated and reported to the appropriate project advisory committee. Utilizing the data provided, members of the committees made revisions and/or modifications to the core competencies.

4. Following the revisions and/or modifications made by the project advisory committees, the "revised" core competencies for each curriculum was reviewed by a select group of business and industry representatives for their input and modification.

5. Upon completion of the review by business/industry, four focus groups were established around the state (two for each curriculum). The purpose of the focus groups were to review the "revised" core curriculum, solicit information concerning instructional resources for the purpose of cross-referencing, and

to sort the competencies into topical headings under each major duty band.

6. Once the "revised" core competencies for each curriculum were determined, the project staff "cross-referenced" the core competencies with selected textbooks and resource materials. In addition, expected student learning outcomes were developed for major subdivisions for each of the core curricula.

7. The project advisory committees for each curriculum conducted a final review of all materials for accuracy and usability and established the "revised" core competencies.

REFERENCES

Specific references utilized in this study included textbooks and materials as referenced in the competency cross-reference.

SELECTED BIBLIOGRAPHY

No specific bibliography was utilized in the development of this project.

INSTRUMENT

The survey instruments utilized in this study are referenced in Appendix A of this report.

GLOSSARY

No specific glossary was utilized in this project.

APPENDIX A

Survey Instruments

COOPERATIVE INDUSTRIAL EDUCATION
Revalidation Instrument

DIRECTIONS: Please "bubble in" on the attached answer sheet, your rating of the importance of the competencies listed for the COOPERATIVE INDUSTRIAL EDUCATION core curriculum. On your answer sheet, make sure that the competency number on the master list corresponds to the number on the answer sheet.

USE THE RATING SCALE GIVEN BELOW TO INDICATE YOUR RESPONSE:

1	NOT IMPORTANT	This competency SHOULD NOT be in the Cooperative Industrial Education core curriculum. It should be either dropped from the listing or realigned in the curriculum. (Please provide specific comments, if needed, on the attached comments page).
2	LOW IMPORTANCE	This competency makes LITTLE DIFFERENCE in the Cooperative Industrial Education core curriculum and has limited value in being retained in the listing.
3	MODERATE IMPORTANCE	This competency ENHANCES the Cooperative Industrial Education core curriculum and has value in being retained in the listing.
4	HIGH IMPORTANCE	This competency makes a SPECIFIC CONTRIBUTION in the Cooperative Industrial Education core curriculum and definitely should be retained in the listing.
5	VERY HIGH IMPORTANCE	This competency makes a SIGNIFICANT CONTRIBUTION in the Cooperative Industrial Education core curriculum and has critical value in being retained in the listing.

Career Research and Planning

1. Name the steps in the career decision-making process.
2. List the main sources of career information
3. Complete a personal career profile.
4. State why making a career decision has a positive influence.
5. Name ways in which a person may acquire the education and training necessary to his or her chosen career.
6. Write a career goal.
7. Name the factors that determine whether or not an employee is given a pay raise.
8. Name the factors that employers will consider when deciding which employees will be promoted.
9. Name the considerations in deciding whether or not to change companies.
10. Cite the courtesies that should be observed when quitting a job.

Computer Awareness

11. List the ways in which computers are affecting everyday living.
12. List the types of application software for microcomputers.

Employment Orientation

13. Name the major parts of a person's lifestyle.
14. Cite the ways in which the work a person does will have an impact on his/her lifestyle.
15. List the steps in the decision-making process.

Human Relations

16. State how daydreaming can help a person in making a career choice.
17. Name the things that many people value.

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1 NOT IMPORTANT
2 LOW IMPORTANCE
3 MODERATE IMPORTANCE
4 HIGH IMPORTANCE
5 VERY HIGH IMPORTANCE

18. State the reason why having many interests is helpful in making a career decision.
19. State the difference between aptitude and ability.
20. Cite the reason why personality tests may be helpful in making a career choice.
21. Name the most important factor in job success.
22. List the qualities an employer will expect of an employee.
23. List the things that an employee can expect from an employer.
24. Name the things a person needs to do to get along with co-workers.
25. List the personal qualities that are important to success in the world of work.
26. List the steps a person can take to be more effective at influencing people.
27. Name the ways body language can reveal what a person is feeling.

Income Management

28. Name the factors that influence buying.
29. State how supply and demand affects prices.
30. Name the steps in making long-range buying.
31. Cite what a wise consumer should know about shopping.
32. Describe ways to avoid consumer fraud.
33. Demonstrate an understanding of consumer rights by giving examples of protection under FDA, FTC, and Consumer Product Safety laws.
34. Make and keep a simple budget.
35. Name the reasons for reviewing one's spending periodically.
36. Cite sources of help for financial problems.
37. List services that banks provide.
38. State advantages of having a checking account.
39. List the types of checking accounts.
40. Demonstrate how to endorse a check correctly.
41. Fill out a deposit slip correctly.
42. Write a check in proper form and make appropriate records in the check register.
43. Name the major advantage and disadvantage of using credit.
44. Calculate the amount of credit advisable for an individual.
45. Name the types of credit.
46. Cite the reasons for receiving a poor credit rating.
47. Name the items included in most credit contracts.
48. Identify the types of interest.
49. Calculate the actual dollar cost of credit.

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1 NOT IMPORTANT
2 LOW IMPORTANCE
3 MODERATE IMPORTANCE
4 HIGH IMPORTANCE
5 VERY HIGH IMPORTANCE

Insurance

50. Cite the reasons why people buy insurance.
51. Name the areas that hold the greatest potential for financial trouble in the event of loss.
52. Name the type of automobile insurance that is the most important for car owners to have.
53. State the advantages of group health insurance plans.
54. Cite major decisions to be made in buying a health insurance policy.

Job Application and Interview

55. List the sources for job leads.
56. Complete an application form, letter of application, and personal data sheet.
57. Describe what a person should do to prepare for a job interview.
58. Describe the points to remember about an applicant's conduct during a job interview.
59. Answer typical interview questions.

Leadership Development

60. List the positive characteristics of leaders.
61. Describe ways to develop leadership skills.

Legal Responsibilities

62. State the major types of laws.
63. List the elements necessary to make a contract binding.
64. Name the categories of crimes.

Private Enterprise Economics

65. State the difference between private enterprise and other economic systems.
66. State the reason our economy is a mixed system rather than a true free enterprise system.
67. Describe how producers decide which goods and services, and how much of each, to produce.
68. List the factors that affect changes in prices.
69. Describe why the economy expands and contracts so frequently.
70. State the difference between an open shop and a closed shop.
71. Describe ways in which the government is involved in our economy.

Occupational Communications

72. Identify the primary communication skills.
73. Describe the difference between hearing and listening.

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1 NOT IMPORTANT
2 LOW IMPORTANCE
3 MODERATE IMPORTANCE
4 HIGH IMPORTANCE
5 VERY HIGH IMPORTANCE

74. List the strategies for listening that improve understanding.

75. Describe the advantages a written message may have over a spoken one.

Occupational Mathematics

76. Compute addition, subtraction, multiplication, and division problems.

77. Compute multiplication of decimal number problems.

Occupational Safety

78. Describe the main causes of accidents.

79. Cite the causes of fatigue.

80. List the types of human error that cause accidents.

81. Describe the ways in which safety hazards on the job can be reduced.

82. Cite the agencies that work to prevent accidents.

Social Security

83. Cite the groups of people who contribute to social security.

84. List the factors that determine the amount of one's social security benefit.

85. Name the types of social security benefits.

86. Identify the social insurance programs for non-retired workers.

87. List the uses for one's social security number.

Tax Responsibilities

88. Cite the reasons governments need money.

89. List the major services people receive in return for paying taxes.

90. List the different kinds of taxes.

91. Cite the factors in determining whether or not a person should file a tax return.

92. State the deadline for filing income tax returns each year.

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COOPERATIVE INDUSTRIAL EDUCATION/COOPERATIVE OCCUPATIONAL EDUCATION
Competency Revalidation Instrument

DIRECTIONS: Please indicate your rating of the "revised" Cooperative Industrial Education/Cooperative Occupational Education competencies for the core curriculum by circling your response. Use the rating scale given below to indicate your response:

SA (STRONGLY AGREE): This competency *should definitely be included* in the core competencies.

A (AGREE): This competency *should be included* in the core competencies.

N (NEUTRAL): *Undecided* if this competency should be included in the core competencies.

D (DISAGREE): This competency *should not be included* in the core competencies.

SD (STRONGLY DISAGREE): This competency *should definitely not be included* in the core competencies.

A. CAREER RESEARCH AND PLANNING	**CIRCLE YOUR RESPONSE**
1. List the main sources of career information.	SA A N D SD
2. Develop a personal career profile.	SA A N D SD
3. State why making a career decision has a positive influence.	SA A N D SD
4. Identify a tentative career goal within an industry.	SA A N D SD

ADDITIONAL COMPETENCIES:

B. TECHNOLOGY AWARENESS	
1. Appraise the basic functions of computers.	SA A N D SD
2. Demonstrate the ability to utilize basic software packages--such as word processing, data-base management systems, and electronic spreadsheets.	SA A N D SD
3. Demonstrate the ability to apply the scientific method to situations encountered in the work place.	SA A N D SD

ADDITIONAL COMPETENCIES:

C. EMPLOYMENT ORIENTATION	
1. Demonstrate self discipline, including regular and punctual attendance and dependability within the work place.	SA A N D SD
2. Demonstrate a willingness to learn as it applies to the work place.	SA A N D SD
3. Demonstrate the ability to work with or without supervision.	SA A N D SD
4. Cite the importance of the need for organization, supervision, rules, policies, and procedures in the work place.	SA A N D SD
5. Determine what is needed to accomplish work assignments.	SA A N D SD

ADDITIONAL COMPETENCIES:

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D. HUMAN RELATIONS

1.	List the major parts of a person's lifestyle.	SA	A	N	D	SD
2.	Cite the difference between aptitude and ability.	SA	A	N	D	SD
3.	Identify problems within the work place, evaluate possible solutions, and reach a logical decision to handle the problem.	SA	A	N	D	SD
4.	Adjust to unanticipated situations in the work place by applying established rules and regulations.	SA	A	N	D	SD
5.	Demonstrate the ability to offer and accept criticism constructively.	SA	A	N	D	SD
6.	Demonstrate respect for the opinions, customs, and individual differences of others.	SA	A	N	D	SD
7.	Interact in a socially appropriate manner.	SA	A	N	D	SD

ADDITIONAL COMPETENCIES:

E. JOB APPLICATION AND INTERVIEW

1.	Develop a letter of application and a personal resume for a position within an industry.	SA	A	N	D	SD
2.	Complete an application for employment as utilized in an industry.	SA	A	N	D	SD
3.	Meet the standards of dress and grooming for an employment interview within an industry.	SA	A	N	D	SD
4.	Describe appropriate personal hygiene for an employment interview and a position within an industry.	SA	A	N	D	SD
5.	Demonstrate a positive attitude toward oneself, work, and pride in accomplishment during an employment interview.	SA	A	N	D	SD

ADDITIONAL COMPETENCIES:

F. LEADERSHIP DEVELOPMENT

1.	List the positive characteristics of leaders.	SA	A	N	D	SD
2.	Demonstrate the ability to set goals and allocate time to achieve them.	SA	A	N	D	SD
3.	Demonstrate the capacity to accept responsibilities.	SA	A	N	D	SD
4.	Explain the responsibilities of citizenship.	SA	A	N	D	SD
5.	Participate in group and committee discussions to reach group consensus.	SA	A	N	D	SD

ADDITIONAL COMPETENCIES:

G. PRIVATE FREE ENTERPRISE ECONOMICS

1. List the differences between an open shop and a closed shop.	SA	A	N	D	SD
2. Describe the way in which the government is involved in our economy.	SA	A	N	D	SD
3. Cite the differences in the economic systems of the U.S. and other countries.	SA	A	N	D	SD
4. Describe the circular flow of economic activity.	SA	A	N	D	SD
5. Cite the characteristics of the free enterprise economic system.	SA	A	N	D	SD
6. Describe the roles of industry and labor in the creating wealth maintaining employment, and raising the standard of living.	SA	A	N	D	SD

ADDITIONAL COMPETENCIES:

H. OCCUPATIONAL COMMUNICATIONS (WRITTEN AND ORAL)

1. Identify the primary communications skills.	SA	A	N	D	SD
2. List the strategies for listening that improve understanding and performance on the job.	SA	A	N	D	SD
3. Describe the advantages a written message may have over a spoken one.	SA	A	N	D	SD
4. Read and understand written communications of an industry.	SA	A	N	D	SD
5. Compare and contrast different forms of written business communication as utilized in industry.	SA	A	N	D	SD
6. Comprehend and give oral instructions as related to the work place.	SA	A	N	D	SD
7. Speak in a business like manner.	SA	A	N	D	SD

ADDITIONAL COMPETENCIES:

I. OCCUPATIONAL MATHEMATICAL COMPUTATIONS

1. Compute addition, subtraction, multiplication, and division problems as related to industry.	SA	A	N	D	SD
2. Compute addition, subtraction, multiplication, and division of decimal number problems as related to industry.	SA	A	N	D	SD
3. Interpret quantitative information from tables, charts, and graphs as it relates to industry.	SA	A	N	D	SD
4. Compute ratios, proportions, percentages and algebraic equations with a single unknown as related to industry.	SA	A	N	D	SD
5. Calculate distance, weight, area, volume, and time problems as related to industry.	SA	A	N	D	SD
6. Determine the costs, time, or resources needed to complete a task within an industry.	SA	A	N	D	SD
7. Compute costs and make change as it applies to an industry.	SA	A	N	D	SD

ADDITIONAL COMPETENCIES:

J. OCCUPATIONAL SAFETY

1.	Cite the agencies that work to prevent accidents on the job.	SA	A	N	D	SD
2.	List the types of human error that cause accidents on the job.	SA	A	N	D	SD
3.	Describe the way in which safety hazards on the job can be reduced.	SA	A	N	D	SD

ADDITIONAL COMPETENCIES:

CIE/COE COMPETENCY QUESTIONNAIRE

1. Are there any additional headings (duty bands) that should be added?

2. Are there any specific headings (duty bands) that should be dropped?

3. Are there any specific competencies that need to be realigned under a specific heading (you may indicate changes on the instrument also)?

4. Are there specific comments that you have that need to be taken into consideration in regard to the "revised" competencies?

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COOPERATIVE INDUSTRIAL EDUCATION/COOPERATIVE OCCUPATIONAL EDUCATION
Competency Revalidation Instrument
Revisions as of 3/26/91

DIRECTIONS: Please indicate your rating of the "revised" Cooperative Industrial Education/Cooperative Occupational Education general related competencies for the core curriculum by circling your response. Use the rating scale given below to indicate your response:

A (AGREE): This competency *should be included* in the core competencies.

N (NEUTRAL): *Undecided* if this competency should be included in the core competencies.

D (DISAGREE): This competency *should not be included* in the core competencies.

A. CAREER RESEARCH AND PLANNING	**CIRCLE RESPONSE**
1. Identify a career objective, utilizing all available sources of career information.	A N D
2. Develop a personal career profile.	A N D
3. Develop tentative short-range, mid-range, and long-range career decisions within an industry.	A N D

ADDITIONAL COMPETENCIES:

B. TECHNOLOGY AWARENESS	
1. Perform basic operations on a computer.	A N D
2. Demonstrate the ability to recognize and utilize basic software packages--such as word processing, data-base management systems, and electronic spreadsheets.	A N D

ADDITIONAL COMPETENCIES:

C. EMPLOYMENT ORIENTATION	
1. Demonstrate self discipline, including regular and punctual attendance and dependability within the work place.	A N D
2. Demonstrate a willingness to learn as it applies to the work place.	A N D
3. Demonstrate the ability to work with or without supervision.	A N D
4. Illustrate that organization, supervision, rules, policies, and procedures are important to the success of a business.	A N D
5. Determine what is needed to accomplish work assignments.	A N D

ADDITIONAL COMPETENCIES:

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D. HUMAN RELATIONS

1. Illustrate the major parts of a person's lifestyle.	A N D	
2. Demonstrate how aptitude and ability can impact a person's success in an industry.	A N D	
3. Identify problems within the work place, evaluate possible solutions, and reach a logical decision to handle the problem.	A N D	
4. Adjust to unanticipated situations in the work place by applying established rules and regulations.	A N D	
5. Demonstrate the ability to offer and accept criticism constructively.	A N D	
6. Demonstrate respect for the opinions, customs, and individual differences of others.	A N D	
7. Interact in a socially appropriate manner.	A N D	

ADDITIONAL COMPETENCIES:

E. JOB APPLICATION AND INTERVIEW

1. Develop a letter of application and a personal resume for a position within an industry.	A N D	
2. Complete an application for employment as utilized in an industry.	A N D	
3. Meet the standards of dress and grooming for an employment interview within an industry.	A N D	
4. Describe appropriate personal hygiene for an employment interview and a position within an industry.	A N D	
5. Demonstrate a positive attitude toward oneself, work, and pride in accomplishment during an employment interview.	A N D	
6. Complete a thank-you letter for an employment interview.	A N D	

ADDITIONAL COMPETENCIES:

F. LEADERSHIP DEVELOPMENT

1. Demonstrate how positive leadership characteristics can assist an individual within an industry.	A N D	
2. Demonstrate the ability to set goals and allocate time to achieve them.	A N D	
3. Demonstrate the capacity to accept responsibilities.	A N D	
4. Explain the responsibilities of citizenship.	A N D	
5. Participate in group and committee discussions to reach group consensus.	A N D	

ADDITIONAL COMPETENCIES:

G. PRIVATE FREE ENTERPRISE ECONOMICS

1. Interpret the effects, advantages, and disadvantages of the open shop versus the closed shop. A N D
2. Describe the way in which the government is involved in our economy. A N D
3. Delineate the differences between different economic systems. A N D
4. Describe the circular flow of economic activity. A N D
5. Cite the characteristics of the free enterprise economic system. A N D
6. Describe the roles of industry and labor in the creating wealth maintaining employment, and raising the standard of living. A N D

ADDITIONAL COMPETENCIES:

H. OCCUPATIONAL COMMUNICATIONS (WRITTEN AND ORAL)

1. Identify the primary communications skills. A N D
2. Illustrate listening strategies that improve understanding and performance on the job. A N D
3. Describe the advantages a written message may have over a spoken one. A N D
4. Read and understand written communications of an industry. A N D
5. Compare and contrast different forms of written business communication as utilized in industry. A N D
6. Comprehend and give oral instructions in a business like manner as related to the work place. A N D
7. Demonstrate proper business like methods of placing/receiving telephone calls and recording telephone messages. A N D

ADDITIONAL COMPETENCIES:

I. OCCUPATIONAL MATHEMATICAL COMPUTATIONS

1. Compute addition, subtraction, multiplication, and division problems as related to an industry. A N D
2. Compute addition, subtraction, multiplication, and division of decimal number problems as related to an industry. A N D
3. Interpret quantitative information from tables, charts, and graphs as it relates to an industry. A N D
4. Compute ratios, proportions, percentages and algebraic equations with a single unknown as related to an industry. A N D
5. Calculate distance, weight, area, volume, and time problems as related to an industry. A N D
6. Determine the costs, time, or resources needed to complete a task within an industry. A N D
7. Compute costs and make change as it applies to an industry. A N D

ADDITIONAL COMPETENCIES:

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J. OCCUPATIONAL SAFETY

1. Describe actions that various agencies take to prevent accidents on the job. A N D
2. Illustrate how accidents on the job can be caused through human error. A N D
3. Identify potentially hazardous situations and apply appropriate solutions. A N D

ADDITIONAL COMPETENCIES:

H. INDIVIDUALIZED INSTRUCTION

1. Analyze technical and related information required of an industry. A N D
2. Apply specific technical and related information to supervised employment within an industry. A N D
3. Demonstrate appropriate job knowledge and skills in supervised employment within an industry. A N D

ADDITIONAL COMPETENCIES:

CIE/COE COMPETENCY QUESTIONNAIRE

1. **Are there any specific competencies that need to be realigned under a specific heading (you may indicate changes on the instrument also)?**

2. **Are there specific comments that you have that need to be taken into consideration in regard to the "revised" competencies?**

---------- ----------
Signature **School**

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MANAGEMENT
Revalidation Instrument

DIRECTIONS: Please "bubble in" on the attached answer sheet, your rating of the importance of the competencies listed for the MANAGEMENT core curriculum. On your answer sheet, make sure that the competency number on the master list corresponds to the number on the answer sheet.

USE THE RATING SCALE GIVEN BELOW TO INDICATE YOUR RESPONSE:

1	NOT IMPORTANT	This competency SHOULD NOT be in the Management core curriculum. It should be either dropped from the listing or realigned in the curriculum. (Please provide specific comments, if needed, on the attached comments page).
2	LOW IMPORTANCE	This competency makes LITTLE DIFFERENCE in the Management core curriculum and has limited value in being retained in the listing.
3	MODERATE IMPORTANCE	This competency ENHANCES the Management core curriculum and has value in being retained in the listing.
4	HIGH IMPORTANCE	This competency makes a SPECIFIC CONTRIBUTION in the Management core curriculum and definitely should be retained in the listing.
5	VERY HIGH IMPORTANCE	This competency makes a SIGNIFICANT CONTRIBUTION in the Management core curriculum and has critical value in being retained in the listing.

Functions of Management *

1. Justify the need for management.
2. Describe the vital requirements of an organization.
3. Decide whether a given group of people and resources constitute an organization.
4. Define management and managers.
5. Distinguish between managerial and nonmanagerial activities.
6. Recognize the extent of management specialization in a given organization.
7. Explain differences between business, government and nonprofit organizations that affect the duties of their managers.

Study of Management *

8. Compare the methods and aims of the classical, human relations, quantitative schools of management thought.
9. Sort given management activities into defined functions.

Planning Process *

10. Define planning and controlling.
11. Identify the steps in the planning process.
12. Identify the types of plans.
13. Describe the kind of information in each type of plan.

Forecasting and Premising *

14. Identify the kind of forecast needed to establish a specific premise.
15. Determine whether a given premise is internal or external, controllable or uncontrollable, and measurable.
16. Describe four areas of an organization's environment for which premises may be needed.
17. Distinguish between external premises and internal premises used for forecasting in management planning.

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1 NOT IMPORTANT
2 LOW IMPORTANCE
3 MODERATE IMPORTANCE
4 HIGH IMPORTANCE
5 VERY HIGH IMPORTANCE

Planning and Decision Making *

18. Propose methods for specifying desired actions in measurable terms.
19. Assess the suitability of formal methods for use in specific planning and decision making applications.

Controlling Process *

20. Judge the adequacy of given standards for use in control.
21. Propose specific actions to correct deviations detected through control.
22. Formulate a general control program for a simple organization.

Organizing Process *

23. Develop an organizational chart to illustrate the formal relationships.
24. Identify methods of departmentalization that apply to a specific organizing situation.

Staffing Organizations *

25. Utilize a systematic approach to choose among candidates for a specific position.
26. Formulate and assess an appraisal procedure for a simple organization.
27. Determine when training and development are needed in an organization.
28. Propose a program for training manager to fit given future position.

Directing *

29. Interpret the roles of different kinds of authority and influence in a specific management situation.
30. Orient employees and issue instructions in a manner required of the organization and personal characteristics of subordinates.
31. Identify steps for avoiding difficulties resulting from delegation.
32. Apply MBO to integrate directing and influencing with other management functions.

Person, Groups, and Organizations

33. Identify the kinds of rewards people seek at work.
34. Relate rewards to individuals' performance and choices in specific situations.
35. Assess the probable roles of formal and informal organizations in given interactions.
36. Predict the influences of group cohesion, group norms, and informal leaders on individual behavior.
37. Recognize the existence of conflict and propose approaches to its resolution in specific cases.

Communications

38. Analyze the effects of obstacles to communication in given interactions.
39. Appraise managerial communication practices.

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1 NOT IMPORTANT
2 LOW IMPORTANCE
3 MODERATE IMPORTANCE
4 HIGH IMPORTANCE
5 VERY HIGH IMPORTANCE

40. Apply guidelines to improve managerial communication practices.

Motivation

41. Propose a practical application of each theory of motivation.

42. Outline an orderly approach for developing a consistent motivational program for an organization.

Leadership

43. Compare and contrast a number of different models of leadership behavior.

44. Apply Fiedler's contingency approach to predict the success of leadership behavior in given situations.

45. Identify the factors in a given management situation that influence the choice of a leadership style.

Social Concerns and Management Decisions

46. Analyze the effects of different sources of social concern in management decision making.

47. Evaluate the influence of formal organization in causing, preventing and repairing damage to the physical environment.

48. Identify the needs and rights a manager must balance in creating a socially responsible organization.

49. Determine the extent that needs and rights of a manager are balanced in a given situation.

Government Regulation and Management Decisions

50. Identify federal, state, and local government regulations with which a manager should be familiar.

Managerial Fields

51. Differentiate between the roles and responsibilities of top executives and those of lower-level managers.

52. Identify and explain the major functions and responsibilities of persons holding positions in marketing, distribution, and sales management.

53. Identify the key functions and responsibilities of production or operations managers.

54. Identify the most important tasks and functions of financial management.

55. Outline the major areas of concern for personnel managers.

56. Analyze the planning and controlling tasks and responsibilities of a supervisory management position.

57. Identify the role and responsibility of management in a non-profit organization.

Information Systems and Management

58. Identify information uses, data sources, transmission channels, and processing centers in an actual organization.

59. Apply a method of information systems analysis in simple organizational settings.

60. Identify characteristics of computer systems that are useful in integrated information systems.

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1 NOT IMPORTANT
2 LOW IMPORTANCE
3 MODERATE IMPORTANCE
4 HIGH IMPORTANCE
5 VERY HIGH IMPORTANCE

Quantitative Methods for Management Decisions

61. Analyze decision making situations to reveal which aspects may be assisted by quantitative techniques.

62. Apply a decision tree to a decision, given appropriate numerical information.

63. Interpret a simple game theory matrix.

*NOTE: These duty bands are identified as a minimum core for a one-semester course in management in the marketing education curriculum.

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MANAGEMENT REVALIDATION QUESTIONNAIRE

Please provide your specific comments regarding the Management curriculum that will assist in the revalidation process.

1. What, if any, specific units or competencies **need to be added** to the Management core curriculum?

2. What, if any, specific unit or competencies **need to be dropped or realigned** in the Management core curriculum? (Refer to any competencies that you may have rated as a "1" in answering this question).

3. Are there any specific **instructional resources** (textbooks, reference books, etc.) that you would like to have specific competencies cross-referenced for purposes of teaching the Management core curriculum?

4. Are there **specific comments** you wish to make in regard to the Management core curriculum that need to be addressed by the Missouri Marketing Education Curriculum Team?

(Supervisory) MANAGEMENT
Revalidation Instrument

DIRECTIONS: Please indicate your rating of the "revised" management competencies for the core curriculum by circling your response. Use the rating scale given below to indicate your response:

SA (STRONGLY AGREE): This competency *should definitely be included* in the core competencies.

A (AGREE): This competency *should be included* in the core competencies.

N (NEUTRAL): *Undecided* if this competency should be included in the core competencies.

D (DISAGREE): This competency *should not be included* in the core competencies.

SD (STRONGLY DISAGREE): This competency *should definitely not be included* in the core competencies.

A. FUNCTIONS OF MANAGEMENT	**CIRCLE YOUR RESPONSE**				
1. Justify the need for management.	SA	A	N	D	SD
2. Define management, managers and supervisors.	SA	A	N	D	SD
3. Distinguish between managerial and non-managerial activities.	SA	A	N	D	SD
4. Describe the roles of a supervisory manager.	SA	A	N	D	SD
B. STUDY OF MANAGEMENT					
1. Sort given management activities into defined functions.	SA	A	N	D	SD
2. Describe general supervision vs. autocratic supervision.	SA	A	N	D	SD
C. PLANNING					
1. Define planning and control.	SA	A	N	D	SD
2. Identify the steps in the planning process.	SA	A	N	D	SD
3. Identify the types of plans.	SA	A	N	D	SD
4. Describe the kind of information in each type of plan.	SA	A	N	D	SD
5. Define short-term planning.	SA	A	N	D	SD
6. Define long-term planning.	SA	A	N	D	SD
7. Define intermediate planning.	SA	A	N	D	SD
8. Define Management by Objectives (MBO).	SA	A	N	D	SD
9. Distinguish between the different management level's planning processes.	SA	A	N	D	SD
D. PLANNING AND DECISION MAKING					
1. Propose methods for specifying desired actions in measurable terms.	SA	A	N	D	SD
2. Describe the types of supervisory decisions.	SA	A	N	D	SD
3. Describe the steps of general decision making process.	SA	A	N	D	SD

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E. CONTROLLING

1. Judge the adequacy of given standards for use in control.	SA	A	N	D	SD
2. Propose specific actions to correct deviations detected through control.	SA	A	N	D	SD
3. Recognize the importance of delegation.	SA	A	N	D	SD
4. Discuss the principles relevant to effective delegation.	SA	A	N	D	SD
5. Define the unity of command principle.	SA	A	N	D	SD
6. Justify the importance of accountability.	SA	A	N	D	SD
7. Define the principles of unity of command and span of control.	SA	A	N	D	SD
8. Describe the three types of authority found in organizations.	SA	A	N	D	SD

F. ORGANIZING

1. Develop an organizational chart to illustrate formal relationships.	SA	A	N	D	SD
2. Identify the methods of departmentalization that apply to a specific organizing situation.	SA	A	N	D	SD
3. Determine the importance of objectives in supervisory management.	SA	A	N	D	SD
4. Identify the fundamentals of supervisory organization.	SA	A	N	D	SD
5. Recognize the stages of organizational growth.	SA	A	N	D	SD
6. Compare and contrast the difference between line and staff.	SA	A	N	D	SD

G. STAFFING

1. Utilize a systematic approach to choose among candidates for a specific position.	SA	A	N	D	SD
2. Formulate and assess an appraisal procedure for a simple organization.	SA	A	N	D	SD
3. Determine when training and development are needed in an organization.	SA	A	N	D	SD
4. Propose a program for training individuals for future positions.	SA	A	N	D	SD
5. Describe the responsibilities for selecting, training and appraising employees.	SA	A	N	D	SD
6. Identify how to plan personnel needs and how to find employees for specific positions.	SA	A	N	D	SD

H. DIRECTING

1. Interpret the roles of different types of authority and influence in a specific management situation.	SA	A	N	D	SD
2. Orient employees and issue instructions in a manner required of the organization and personal characteristics of subordinates.	SA	A	N	D	SD
3. Identify steps for avoiding difficulties resulting from delegation.	SA	A	N	D	SD

I. PERSON, GROUPS AND ORGANIZATION

1. Identify the types of rewards individuals seek at work.	SA	A	N	D	SD
2. Relate rewards to individuals' performance and choices in specific situations.	SA	A	N	D	SD
3. Recognize the existence of conflict and propose approaches to its resolution in specific cases.	SA	A	N	D	SD
4. Describe employee performance appraisal methods.	SA	A	N	D	SD
5. Describe the possible effects of evaluation on employee moral.	SA	A	N	D	SD
6. Define the role of supervisory management in departmental decisions involving employee wage increases, variable pay plans and supplementary benefits.	SA	A	N	D	SD

J. COMMUNICATIONS

1. Analyze the effects of obstacles to communication in given interactions.	SA	A	N	D	SD
2. Appraise managerial communication practices.	SA	A	N	D	SD
3. Apply guidelines to improve managerial communication practices.	SA	A	N	D	SD
4. Describe the types of supervisory communication.	SA	A	N	D	SD
5. Define the term communications.	SA	A	N	D	SD
6. Describe the components of the supervisory communication process model.	SA	A	N	D	SD

K. MOTIVATION

1. Outline an approach for developing a consistent motivational program for an organization.	SA	A	N	D	SD
2. Describe the supervisor's role in assisting employees achieve satisfaction of their needs.	SA	A	N	D	SD
3. Recognize the relationship between money, motivation and the expectancy theory.	SA	A	N	D	SD
4. Describe the effects of a "job rotation" strategy.	SA	A	N	D	SD
5. Describe the use and effects of "job enlargement."	SA	A	N	D	SD
6. Describe the use and effects of "job enrichment."	SA	A	N	D	SD
7. Describe the motivational effects of "participative management."	SA	A	N	D	SD
8. Describe how "Theory Z" can be used as a motivational tool.	SA	A	N	D	SD
9. Determine how to inspire self-confidence, develop individuals, and increase productivity of an organization.	SA	A	N	D	SD
10. Identify the conditions for effective team building.	SA	A	N	D	SD

L. LEADERSHIP

1.	Compare and contrast the different models of leadership behavior.	SA	A	N	D	SD
2.	Identify the factors in a given management situation that influence the choice of a leadership style.	SA	A	N	D	SD
3.	Define McGregor's Theory X and Y.	SA	A	N	D	SD
4.	Identify the advantages and disadvantages of Theory X and Y.	SA	A	N	D	SD
5.	Define discipline.	SA	A	N	D	SD
6.	List the steps of progressive discipline.	SA	A	N	D	SD
7.	Describe the supervisor's disciplinary role.	SA	A	N	D	SD
8.	Identify how supervisory control works.	SA	A	N	D	SD
9.	Describe how preventive control works.	SA	A	N	D	SD
10.	Identify ways in which a supervisor may effectively function with higher level management.	SA	A	N	D	SD

M. GOVERNMENT REGULATION AND MANAGEMENT DECISIONS

1.	Identify federal, state, and local government regulations with which supervisory management should be familiar.	SA	A	N	D	SD

N. MANAGERIAL FIELDS

1.	Differentiate between the roles and responsibilities of top executives and those of lower-level managers.	SA	A	N	D	SD

O. INFORMATION SYSTEMS AND MANAGEMENT

1.	Differentiate between data processing and management information systems.	SA	A	N	D	SD

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MANAGEMENT QUESTIONNAIRE

1. Please indicate any specific competencies that need to reworded or realigned under a specific heading (you may indicate changes on the instrument also).

2. Are there any specific headings that need to be changed or reworded?

3. Are there any additional competencies or headings that should be added?

4. Are there any specific competencies or headings that should be dropped?

5. Are there specific comments that you have that need to be taken into consideration in regard to the revalidation?

(Supervisory) MANAGEMENT
Revalidation Instrument--2nd Round

DIRECTIONS: Please indicate your rating of the "revised" management competencies for the core curriculum by circling your response. Use the rating scale given below to indicate your response:

A (AGREE): This competency *should be included* in the core competencies.

N (NEUTRAL): *Undecided* if this competency should be included in the core competencies.

D (DISAGREE): This competency *should not be included* in the core competencies.

A. FUNCTIONS OF MANAGEMENT	**CIRCLE RESPONSE**		
1. Justify the need for management.	A	N	D
2. Define management, managers and supervisors.	A	N	D
3. Distinguish between managerial and non-managerial activities.	A	N	D
4. Describe the roles of a supervisory manager.	A	N	D
5. Differentiate between the roles and responsibilities of top executives and those of lower-level managers.	A	N	D
B. STUDY OF MANAGEMENT			
1. Translate given management activities into defined functions.	A	N	D
2. Differentiate between the various types of supervision.	A	N	D
C. PLANNING			
1. Define planning and control.	A	N	D
2. Identify the steps in the planning process.	A	N	D
3. Identify the types of plans.	A	N	D
4. Describe the kind of information in each type of plan.	A	N	D
5. Differentiate between long-term and short-term planning.	A	N	D
6. Define Management by Objectives (MBO).	A	N	D
7. Distinguish between the different management level's planning processes.	A	N	D
D. PLANNING AND DECISION MAKING			
1. Propose methods for specifying desired actions in measurable terms.	A	N	D
2. Describe the types of supervisory decisions.	A	N	D
3. Describe the steps of general decision making process.	A	N	D
E. CONTROLLING			
1. Judge the adequacy of given standards for use in control.	A	N	D
2. Propose specific actions to correct deviations detected through control.	A	N	D
3. Recognize the importance of delegation.	A	N	D
4. Discuss the principles relevant to effective delegation.	A	N	D
5. Define the unity of command principle.	A	N	D
6. Justify the importance of accountability.	A	N	D
7. Define the principles of unity of command and span of control.	A	N	D
8. Describe the three types of authority found in organizations.	A	N	D

F. ORGANIZING

1. Develop an organizational chart to illustrate formal relationships.	A	N	D
2. Identify the methods of departmentalization that apply to a specific organizing situation.	A	N	D
3. Analyze the importance of objectives in supervisory management.	A	N	D
4. Identify the fundamentals of supervisory organization.	A	N	D
5. Recognize the stages of organizational growth.	A	N	D
6. Compare and contrast the difference between line and staff.	A	N	D

G. STAFFING

1. Utilize a systematic approach to choose among candidates for a specific position.	A	N	D
2. Develop and evaluate an appraisal procedure for a simple organization.	A	N	D
3. Determine when training and development are needed in an organization.	A	N	D
4. Create a program for training individuals for future positions.	A	N	D
5. Describe the responsibilities for selecting, training and appraising employees.	A	N	D
6. Identify how to plan personnel needs and how to find employees for specific positions.	A	N	D
7. Orient employees and issue instructions in a manner required of the organization and personal characteristics of subordinates.	A	N	D
8. Describe employee performance appraisal methods.	A	N	D
9. Describe the possible effects of evaluation on employee moral.	A	N	D
10. Define the role of supervisory management in departmental decisions involving employee wage increases, variable pay plans and supplementary benefits.	A	N	D

H. DIRECTING

1. Interpret the roles of different types of authority and influence in a specific management situation.	A	N	D
2. Identify steps for avoiding difficulties resulting from delegation.	A	N	D

I. COMMUNICATIONS

1. Analyze the effects of obstacles to communication in given interactions.	A	N	D
2. Appraise managerial communication practices.	A	N	D
3. Apply guidelines to improve managerial communication practices.	A	N	D
4. Analyze the types of supervisory communication.	A	N	D
5. Define the term communications.	A	N	D
6. Evaluate the components of the supervisory communication process model.	A	N	D
7. Recognize the existence of conflict and propose approaches to its resolution in specific cases.	A	N	D

J. MOTIVATION

1.	Develop a consistent motivational program for an organization.	A	N	D
2.	Describe the supervisor's role in assisting employees achieve satisfaction of their needs.	A	N	D
3.	Recognize the relationship between money, motivation and the expectancy theory.	A	N	D
4.	Identify the types of rewards individuals seek at work.	A	N	D
5.	Relate rewards to individuals' performance and choices in specific situations.	A	N	D
6.	Describe the effects of a "job rotation" strategy.	A	N	D
7.	Describe the use and effects of "job enlargement."	A	N	D
8.	Describe the use and effects of "job enrichment."	A	N	D
9.	Describe the motivational effects of "participative management."	A	N	D
8.	Determine how to inspire self-confidence, develop individuals, and increase productivity of an organization.	A	N	D
9.	Identify the conditions for effective team building.	A	N	D

K. LEADERSHIP

1.	Compare and contrast the different models of leadership behavior.	A	N	D
2.	Identify the factors in a given management situation that influence the choice of a leadership style.	A	N	D
3.	Define McGregor's Theory X and Y.	A	N	D
4.	Identify the advantages and disadvantages of Theory X and Y.	A	N	D
5.	Describe how "Theory Z" can be used as a motivational tool.	A	N	D
6.	Define discipline.	A	N	D
7.	List the steps of progressive discipline.	A	N	D
8.	Describe the supervisor's disciplinary role.	A	N	D
9.	Identify how supervisory control works.	A	N	D
10.	Describe how preventive control works.	A	N	D
11.	Identify ways in which a supervisor may effectively function with higher level management.	A	N	D

L. GOVERNMENT REGULATION AND MANAGEMENT DECISIONS

1.	Identify federal, state, and local government regulations with which supervisory management should be familiar.	A	N	D

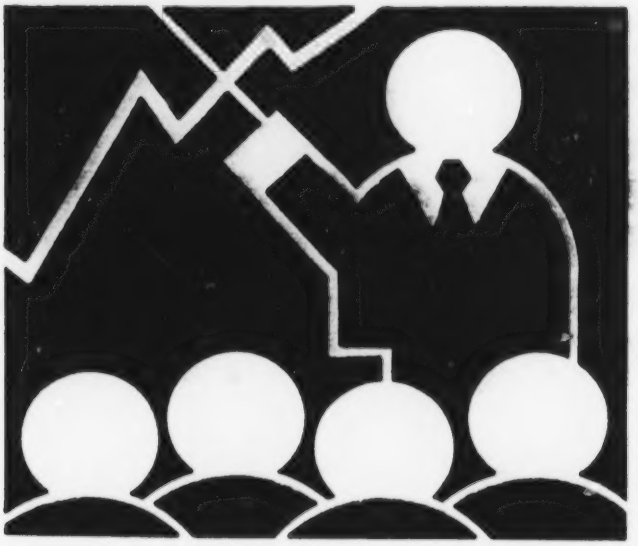
M. INFORMATION SYSTEMS AND MANAGEMENT

1.	Differentiate between data processing and management information systems.	A	N	D
2.	Demonstrate the ability to recognize and utilize basic software packages required of supervisory managers (i.e. word processing, data-base management systems, and electronic spreadsheets)	A	N	D

MO-1C D'S

(SUPERVISORY) MANAGEMENT

Marketing Education Teacher's Resource Guide



Competency Listing
Expected Student Learning Outcomes
and
Cross-Referenced Instructional Materials by Competencies

Missouri Department of Elementary and Secondary Education
Division of Vocational and Adult Education
Marketing & Cooperative Education Section

University of Missouri-Columbia
Department of Practical Arts and Vocational-Technical Education
Marketing Education Program

1991

COMPETENCY PROFILE DEVELOPMENT FOR THE (SUPERVISORY) MANAGEMENT CURRICULUM

Project Number: 91-133-110-7(B)

Clifton L. Smith
Project Director
Marketing Education
University of Missouri-Columbia
Columbia, Missouri 65211

June 30, 1991

Missouri Department of Elementary and Secondary Education
Division of Vocational and Adult Education
Vocational Planning and Evaluation
Jefferson City, Missouri 65102

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MISSOURI MARKETING EDUCATION CURRICULUM TEAM

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1991 REVISIONS TO THE MISSOURI MARKETING EDUCATION CORE CURRICULUM (SUPERVISORY) MANAGEMENT

The Marketing and Cooperative Education section of the Division of Vocational and Adult Education, through a funded project with the Marketing Education program at the University of Missouri-Columbia, established a minimum core curriculum for "Management" as part of the Vocational Instructional Management System (VIMS) implementation in 1984. These were the minimum core competencies that should be utilized in this course in Marketing Education programs on the secondary level.

In order to insure that the secondary programs of Marketing Education are providing up-to-date instruction in the discipline of management, the core competencies were revalidated by marketing instructors and business/industry representatives and appropriate revisions and/or modifications made in the core competencies of the curriculum during the 1990-91 academic year. Revisions and modifications of the core competencies were reviewed by the Missouri Marketing Education Curriculum Team.

Revalidation Process

The following activities were undertaken as part of the revalidation process:

1. Each marketing instructor teaching a course in management completed a survey instrument utilizing a five-point likert scale for each core competency. The likert scale ranged from "very critical" to "not critical" for the assessment of each core competency in the current curriculum. In addition, each marketing instructor was asked to add any additional competencies which they deemed "critical" to the curriculum. Marketing instructors were also asked to indicate the titles of instructional resources that were utilized within the program.

2. Upon completion of the data gathering from the survey, the data was tabulated and presented to the Missouri Marketing Education Curriculum Team for their review. Utilizing the data provided, members of the team made revisions and/or modifications to the core competencies.

3. Following the revisions and/or modifications made by the Missouri Marketing Education Curriculum Team, the "revised" core curriculum was reviewed by a select group of business and industry representatives in marketing for their input and modification.

4. A second survey instrument, based on revisions by business and industry representatives, was completed by marketing instructors teaching a course in management.

5. Upon completion of the second survey, data was tabulated and a focus group was established. The purpose of the focus group was to review the "revised" core curriculum, solicit information concerning instructional resources for the purpose of cross-referencing, and to sort the competencies into topical headings under each major duty band.

6. Once the "revised" core competencies were determined, the project staff "cross-referenced" the core competencies with selected textbooks and resource materials. In addition, expected student learning outcomes were developed for major subdivisions of the core curriculum for Management.

7. The Missouri Marketing Education Curriculum Team conducted a final review of all materials for accuracy and useability and established the "revised" core curriculum for Management.

Revisions in the Core Curriculum

The following revisions were made in the Management Core Curriculum:

1. The core competencies were revised to reflect a supervisory level of management rather than a higher management level to more adequately reflect the level of employment of students completing Marketing Education programs.

2. Many of the competencies within the Management core curriculum were reworded and/or modified to provide greater depth in the teaching of the competencies and to reflect current marketing standards. In many instances, competencies were dropped from the listing, but the intent of the content of the competency was included within another competency.

3. Competency numbering schemes were maintained in order to assist those instructors utilizing computerized record keeping and to maintain cross listing of test questions, performance assessment techniques, and Instructional Management Plans provided to marketing instructors as part of the implementation of the Vocational Instructional Management System process.

(SUPERVISORY) MANAGEMENT

A. FUNCTIONS OF MANAGEMENT

A001 Justify the need for management
A002 Define management, managers and supervisors
A003 Distinguish between managerial and non-managerial activities
A004 Describe the roles of a supervisory manager
A005 Differentiate between the roles and responsibilities to top executives and those of lower-level managers

B. STUDY OF MANAGEMENT

B001 Translate given management activities into defined functions
B002 Differentiate between the various types of supervision

C. PLANNING

C001 Define planning and control
C002 Identify the steps in the planning process
C003 Identify the types of plans
C004 Describe the kind of information in each type of plan
C005 Differentiate between long-term and short-term planning
C006 Define Management by Objectives (MBO)
C007 Distinguish between the different management level's planning processes

D. DECISION MAKING

D001 Propose methods for specifying desired actions in measurable terms and follow-up
D002 Describe the types of supervisory decisions
D003 Describe the steps of general decision-making process

E. CONTROLLING

E001 Judge the adequacy of given standards for use in control
E002 Propose specific actions to correct deviations detected through control
E003 Recognize the importance of delegation
E004 Discuss the principles of relevant to effective delegation
E005 Define the unity of control principle
E006 Justify the importance of accountability
E007 Define the principles of unity of command and span of control
E008 Describe the three types of authority found in organizations

F. ORGANIZING

G001 Utilize a systematic approach to choose among candidates for a specific position
G002 Develop and evaluate an appraisal procedure for a simple organization
G003 Determine when training and development are needed in an organization
G004 Create a program for training individuals for future positions
G005 Describe the responsibilities for selecting, training and appraising employees
G006 Identify how to plan personnel needs and how to find employees for specific positions
G007 Orient employees and issues instructions in a manner required of the organization and personal characteristics of subordinates.
G008 Describe employee performance appraisal methods
G009 Describe the possible effects of evaluation on employee moral
G010 Define the role of supervisory management in departmental decisions involving employee wage increases, variable pay plans and supplementary benefits

H. DIRECTING

H001 Interpret the roles of different types of authority and influence in a specific management situation
H002 Identify steps for avoiding difficulties resulting from delegation

I. COMMUNICATIONS

I001 Analyze the effects of obstacles to communication in given interactions
I002 Appraise managerial communication practices
I003 Apply guidelines to improve managerial communication practices
I004 Analyze the types of supervisory communication
I005 Define the term communications
I006 Evaluate the components of the supervisory communication process model
I007 Recognize the existence of conflict and propose approaches to its resolution in specific cases

J. MOTIVATION

J001 Develop a motivational program for an organization
J002 Describe the supervisor's role in assisting employees achieve satisfaction of their needs
J003 Recognize the relationship between money, motivation and the expectancy theory
J004 Identify the types of rewards individuals seek at work
J005 Relate rewards to individuals' performance and choices in specific situations
J006 Describe the effects of a "job rotation" strategy
J007 Describe the use and effects of "job enlargement"
J008 Describe the use and effects of "job enrichment"
J009 Describe the motivational effects of "participative management"
J010 Determine how to inspire self-confidence, develop individuals, and increase productivity of an organization
J011 Identify the conditions for effective team building

K. LEADERSHIP

K001 Compare and contrast the different models of leadership behavior
K002 Identify the factors in a given management situation that influence the choice of a leadership style
K003 Define McGregor's "Theories X" and "Y"
K004 Identify the advantages and disadvantages of "Theories X" and "Y"
K005 Describe how "Theory Z" can be used as a motivational tool
K006 Define discipline
K007 List the steps of progressive discipline
K008 Describe the supervisor's disciplinary role
K009 Identify how supervisory control works
K010 Describe how preventive control works
K011 Identify ways in which a supervisor may effectively function with higher level management

L. GOVERNMENT REGULATION

L001 Identify federal, state, and local government regulations with which supervisory management should be familiar

M. INFORMATION SYSTEMS AND MANAGEMENT

M001 Differentiate between data processing and management information systems
M002 Analyze the types of data and reports from basic software packages utilized by supervisory managers (i.e. word processing, data-base management systems, and electronic spreadsheets)

COMPETENCY BASED MARKETING EDUCATION

Marketing Education represents a body of instruction focused on marketing, including merchandising and management. It includes multiple instructional programs to meet the education and training needs of youth and adults who have employment or self-employment goals in marketing or have employment goals in another career field and wish to acquire marketing competencies as part of their preparation.

Mission

The mission of marketing education is to develop competent workers in and for the major occupational areas within marketing; assist in the improvement of marketing practices; and build understanding of the range of social and economic responsibilities that accompany the right to engage in marketing in a free enterprise system.

Nature of Marketing

Marketing consists of those activities that make products and services readily available to consumers and businesses. Essentially, marketing is the bridge between production, including the creation of services and ideas, and consumption. Most of these activities are performed by retailers, wholesalers, and businesses providing services. Marketing occupations, however, are found in all types of for-profit business, including those that manufacture products, as well as in not-for-profit organizations.

Curriculum

In broad terms, successful workers in marketing are skilled in the functions of marketing; know how to relate to people; are computer literate and able communicators; reflect a positive work ethic; draw on all of their educational achievements; know their product or service area; and apply economic understandings in a private enterprise system and international commerce.

Based on these desirable competencies for initial employment and upward mobility, the Missouri Marketing Education curriculum framework for instructional content in (Supervisory) Management is as follows:

*Functions of Management
*Study of Management
*Planning
*Decision Making
*Controlling
*Staffing
*Directing
*Communications
*Motivation
*Leadership
*Government Regulation
*Information Systems and Management

Competency Based Instruction

Briefly stated, competencies (objectives), competency-referenced instruction (curriculum content), and competency-referenced assessment (testing/evaluation) are matched or made congruent. The assessment samples the student learning and does not measure anything other than the stated objectives of the program. Students have the opportunity to learn what they are expected to learn and teachers have test data to determine learning.

Curriculum Alignment

The process of proper curriculum alignment involves describing the ends of the Marketing Education program (knowledge, skills, attitudes). Instructional materials, procedures, and activities are then referenced to the learning outcomes. A regular, reliable assessment of learning with respect to expected outcomes is also necessary.

In practical terms, "we should teach students what we expect them to learn, and we should only test students on what they have had an opportunity to learn." This model implies that objectives are derived first; then, instructional resources are outlined for each objective; last, in the sequence, but prior to the beginning of instruction, assessment instruments are constructed to measure the exact objectives outlined and not others.

Objectives. In the rational decision-making model, the objectives are written prior to selection of curriculum materials, instructional methods, and methods of assessment. It is generally recommended that three elements or components be included in a performance (instructional/behavioral) objective:

1. the behavior expected of the student
2. the conditions under which the behavior is to be demonstrated
3. the degree of mastery required.

Textbooks. (Instructional Resources). In the curriculum alignment model, the curriculum content is the middle element, chosen to facilitate the objectives. Practically, the curriculum content is equivalent to the textbook but, since the textbooks are composed by different writers, a match does not always exist. In this case, the teacher has to try to align textbook content with stated objectives and tests.

Testing. The curriculum alignment model assumes a competency-referenced test that is referenced to the identified explicit objectives of the instructional program in marketing. Competency-referenced tests measure each student's achievement against an absolute standard of accomplishment rather than a relative ranking against peers as the norm-referenced test does. If the competency-referenced test is tailor-made to evaluate student progress on specific objectives, after outcomes-referenced teaching, a viable curriculum can exist.

Evaluation. There are four steps associated with evaluation:

Step 1: **Administrating a competency (criterion) test.** This may involve a demonstration of a hands-on skill or the taking of a paper-and-pencil test.

Step 2: **Scoring the test.** This requires an assessment of the students' attempts to demonstrate mastery (or competency attainment). This phase of evaluation consists of tallying up the correct responses or scoring student performance and assigning a score based on a rating scale set up for the specific competency which has been observed.

Step 3: **Assessing the results.** This is the instructor's evaluation of student performance with respect to the overall objectives and relative student progress.

Step 4: **Recording student achievement.** This generally refers to a tabulation of the results of the evaluation on a form which can be used as a record of student competency attainment.

Record Keeping (Reporting System). The effective management of an instructional system depends on an accurate record of student performance. Various systems are available for use by the marketing instructor: student profile records, Comp VIMS microcomputer system, mini VAMS system and the VAMS system. A reporting system must be developed to document student outcome measures.

(SUPERVISORY) MANAGEMENT

EXPECTED STUDENT LEARNING OUTCOMES BASED ON THE CORE CURRICULUM FOR (SUPERVISORY) MANAGEMENT

Upon completion of the course, (Supervisory) Management, the student will be able to:

Functions of Management

analyze the levels and responsibilities of management

Study of Management

identify the functions of management activities
analyze the types of supervision

Planning

recognize the components of the planning process
define management by objectives

Decision Making

identify employer reward techniques
develop decision-making abilities

Organizing

develop organizational charts
identify specific methods of departmentalization
recognize the importance of supervisory objectives
identify the organizing functions of management

Staffing

utilize systematic employee selection processes
apply appraisal techniques and procedures
develop an appropriate training program for an organization
describe (supervisory) manager's role in staffing decisions

Directing

distinguishing between different types of authority
identify the components of delegation

Communications

analyze the components of managerial communication
apply conflict resolution approaches in given situations

Motivation

develop and evaluate a motivational program
recognize management's role in assisting employees in goal achievement
differentiate between various motivational techniques

Leadership

recognize and differentiate between various models of leadership
identify leadership styles
identify the supervisor's role in discipline of employees
identify the leadership role of management in preventive control measures

Government Regulation

identify government regulations that apply to business

Information Systems and Management

analyze data provided by basic software packages

SUGGESTED CURRICULUM MODEL FOR (SUPERVISORY) MANAGEMENT

	Week	Primary Focus
September	1	Orientation
	2	FC: Analyze the Levels and Responsibilities of Management (A001, A002, A003, A004, A005)
	3	(continued)
	4	SM: Identify the Functions of Management Activities (B001)
October	5	SM: Analyze the Types of Supervision (B002)
	6	OR: Identify the Organizing Functions of Management (F004, F006)
	7	OR: Recognize the Importance of Supervisory Objectives (F003)
	8	OR: Identify Specific Methods of Departmentalization (F002)
November	9	OR: Develop Organizational Charts (F001, F005)
	10	CO: Analyze the Components of Managerial Communication (I001, I002, I003, I004, I005, I006)
	11	(continued)
	12	CO: Apply Conflict Resolution Approaches in Given Situations (I007)
December	13	ST: Utilize Systematic Employee Selection Processes (G001, G006)
	14	ST: Describe the (Supervisory) Manager's Role in Staffing Decisions (G010)
	15	(continued)
	16	ST: Apply Appraisal Techniques and Procedures (G002, G008, G009)

	Week	Primary Focus
January	17	ST: Develop an Appropriate Training Program for an Organization (G003, G004, G005, G007)
	18	(continued)
END OF FALL SEMESTER		
February	19	DI: Distinguish Between the Different Types of Authority (H001)
	20	DI: Identify the Components of Delegation (H002)
	21	MO: Differentiate Between Various Motivational Techniques (J003, J006, J007, J008, J009, J011)
	22	(continued)
March	23	MO: Recognize Management's Role in Assisting Employees in Goal Achievement (J002)
	24	MO: Develop and Evaluate a Motivational Program (J001, J004, J005, J010)
	25	LE: Recognize and Differentiate Between Various Models of Leadership (K001, K003, K004, K005, K011)
	26	(continued)
April	27	LE: Identify the Supervisor's Role in Discipline of Employees (K006, K007, K008)
	28	LE: Identify Leadership Styles (K002)
	29	LE: Identify the Leadership Role of Management in Preventive Control Measures (K009, K010)
	30	CN: Compare and Contrast the Components of Control (E001, E002, E005, E007, E008)
May	31	CN: Analyze the Principles of Delegation (E003, E004)
	32	CN: Analyze Supervisory Accountability (E006)

	Week	Primary Focus
	33	DM: Identify Employer Reward Techniques (D001)
	34	DM: Develop Decision Making Abilities (D002, D003)
June	35	GR: Identify Government Regulations that Apply to Businesses (L001)
	36	ISM: Analyze Data Provided by Basic Software Packages (M001, M002)

END OF SPRING SEMESTER

(SUPERVISORY) MANAGEMENT

Functions of Management

Expected Student Learning Outcome: ANALYZE THE LEVELS AND RESPONSIBILITIES OF MANAGEMENT

(Resources: Super. Mgt.-Chap. 1; Supervision-Chap. 2; Intro.-Chap. 1 & 22; Business-Chap. 3 & 23)

A001: Justify the need for management
A002: Define management, managers, and supervisors
A003: Distinguish between managerial and non-managerial activities
A004: Describe the roles of a (supervisory) manager
A005: Differentiate between the roles and responsibilities of top executives and those of lower-level managers.

Study of Management

Expected Student Learning Outcome: IDENTIFY THE FUNCTIONS OF MANAGEMENT ACTIVITIES

(Resources: Super. Mgt.-Chap. 1; Supervision-Chap. 2; Intro.-Chap. 2)

B001: Translate given management activities into defined functions

Expected Student Learning Outcome: ANALYZE THE TYPES OF SUPERVISION

(Resources: Super. Mgt.-Chap. 1; Supervision-Chap. 2; Intro.-Chap. 2; Business-Chap. 23)

B002: Differentiate between the various types of supervision

Planning

Expected Student Learning Outcome: RECOGNIZE THE COMPONENTS OF THE PLANNING PROCESS

(Resources: Super. Mgt.-Chap. 1 & 2; Supervision-Chap. 7 & 8; Intro.-Chap. 3; Business-Chap. 23)

C001: Define planning and control
C002: Identify the steps in the planning process
C003: Identify the types of plans
C004: Describe the kind of information in each type of plan
C005: Differentiate between long-term and short-term planning
C007: Distinguish between the different management level's planning processes

Expected Student Learning Outcome: DEFINE MANAGEMENT BY OBJECTIVES

(Resources: Super. Mgt.-Chap. 2; Supervision-Chap. 7; Intro.-Chap. 10)

C006: Define Management by Objectives (MBO)

Decision Making

Expected Student Learning Outcome: IDENTIFY EMPLOYER REWARD TECHNIQUES

(Resources: Supervision-Chap. 7 & 8; Intro.-Chap. 5; Business-Chap. 22 & 23)

D001: Propose methods for specifying desired actions in measurable terms and follow-up

Expected Student Learning Outcome: DEVELOP DECISION-MAKING ABILITIES

(Resources: Super.Mgt.-Chap.3; Supervision-Chap. 5; Intro.-Chap. 7 & 22; Business-Chap. 25)

D002: Describe the types of supervisory decisions
D003: Describe the steps of general decision-making process

Controlling

Expected Student Learning Outcome: COMPARE AND CONTRAST THE COMPONENTS OF CONTROL

(Resources: Super. Mgt.-Chap. 4 & 15; Supervision-Chap. 9 & 19; Intro.-Chap. 6; Business-Chap. 24 & 25)

E001: Judge the adequacy of given standards for use in control
E002: Propose specific actions to correct deviations detected through control
E005: Define the unity of control principle
E007: Define the principles of unity of command and span of control
E008: Describe the three types of authority found in organizations

Expected Student Learning Outcome: ANALYZE THE PRINCIPLES OF DELEGATION

(Resources: Super. Mgt.-Chap. 5; Supervision-Chap. 3; Intro.-Chap. 10)

E003: Recognize the importance of delegation
E004: Discuss the principles relevant to effective delegation

Expected Student Learning Outcome: ANALYZE SUPERVISORY ACCOUNTABILITY

(Resources: Super. Mgt.-Chap. 5; Supervision-Chap. 12)

E006: Justify the importance of accountability

Organizing

Expected Student Learning Outcome: DEVELOP ORGANIZATIONAL CHARTS

(Resources: Super. Mgt.-Chap. 4; Supervision-Chap. 9; Intro.-Chap. 7; Business-Chap. 24)

F001: Develop an organizational chart to illustrate formal relationships
F005: Recognize the stages of organizational growth

Expected Student Learning Outcome: IDENTIFY SPECIFIC METHODS OF DEPARTMENTALIZATION

(Resources: Supervision-Chap. 9; Intro.-Chap. 9)

F002: Identify the methods of departmentalization that apply to a specific organizing situation

Expected Student Learning Outcome: RECOGNIZE THE IMPORTANCE OF SUPERVISORY OBJECTIVES

(Resources: Super. Mgt.-Chap. 2; Supervision-Chap. 7; Intro.-Chap. 22; Business-Chap. 22)

F003: Analyze the importance of objectives in supervisory management

Expected Student Learning Outcome: IDENTIFY THE ORGANIZING FUNCTIONS OF MANAGEMENT

(Resources: Super. Mgt.-Chap. 4; Supervision-Chap. 9 & 10; Intro.-Chap. 21 & 22; Business-Chap. 24)

F004: Identify the fundamentals of supervisory organization
F006: Compare and contrast the difference between line and staff

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Staffing

Expected Student Learning Outcome: UTILIZE SYSTEMATIC EMPLOYEE SELECTION PROCESSES

(Resources: Super. Mgt.-Chap. 10; Supervision-Chap. 1 & 12; Intro.-Chap. 9 & 15; Business-Chap. 20)

G001: Utilize a systematic approach to choose among candidates for a specific position
G006: Identify how to plan personnel needs and how to find employees for specific positions

Expected Student Learning Outcome: APPLY APPRAISAL TECHNIQUES AND PROCEDURES

(Resources: Super. Mgt.-Chap. 11; Supervision-Chap. 14 & 16; Intro.-Chap. 9 & 11; Business-Chap. 21)

G002: Develop and evaluate an appraisal procedure for a simple organization
G008: Describe employee performance appraisal methods
G009: Describe the possible effects of evaluation on employee morale

Expected Student Learning Outcome: DEVELOP AN APPROPRIATE TRAINING PROGRAM FOR AN ORGANIZATION

(Resources: Super. Mgt.-Chap. 10; Supervision-Chap. 13; Intro.-Chap. 9 & 22; Business-Chap. 20 & 21)

G003: Determine when training and development are needed in an organization
G004: Create a program for training individuals for future positions
G005: Describe the responsibilities for selecting, training, and appraising employees
G007: Orient employees and issues instructions in a manner required of the organization and personal characteristics of subordinates

Expected Student Learning Outcome: DESCRIBE THE SUPERVISORY MANAGER'S ROLE IN STAFFING DECISIONS

(Resources: Supervision-Chap. 14; Intro.-Chap. 9; Business-Chap. 21 & 22)

G010: Define the role of supervisory management in departmental decisions involving employee wage increases, variable pay plans, and supplementary benefits

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Directing

Expected Student Learning Outcome: DISTINGUISH BETWEEN THE DIFFERENT TYPES OF AUTHORITY

(Resources: Super. Mgt.-Chap. 4; Supervision-Chap. 9; Intro.-Chap. 10; Business-Chap. 24)

H001: Interpret the roles of different types of authority and influence in a specific management situation

Expected Student Learning Outcome: IDENTIFY THE COMPONENTS OF DELEGATION

(Resources: Super. Mgt.-Chap. 5; Supervision-Chap. 3; Intro.-Chap. 10)

H002: Identify steps for avoiding difficulties resulting from delegation

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Communications

Expected Student Learning Outcome: ANALYZE THE COMPONENTS OF MANAGERIAL COMMUNICATION

(Resources: Super. Mgt.-Chap. 6; Supervision-Chap. 6 & 17; Intro.-Chap. 12; Business-Chap. 19)

I001: Analyze the effects of obstacles to communication in given interactions
I002: Appraise managerial communication practices
I003: Apply guidelines to improve managerial communication practices
I004: Analyze the types of supervisory communication
I005: Define the term communications
I006: Evaluate the components of the supervisory communication process model

Expected Student Learning Outcome: APPLY CONFLICT RESOLUTION APPROACHES IN GIVEN SITUATIONS

(Resources: Intro.-Chap. 11; Business-Chap. 19)

I007: Recognize the existence of conflict and propose approaches to its resolution in specific cases

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Motivation

Expected Student Learning Outcome: DEVELOP AND EVALUATE A MOTIVATIONAL PROGRAM

(Resources: Super. Mgt.-Chap. 8 & 16; Supervision-Chap. 4; Intro.-Chap. 11, 13, & 22)

J001: Develop a motivational program for an organization
J004: Identify the types of rewards individuals seek at work
J005: Relate rewards to individuals' performance and choices in specific situations
J010: Determine how to inspire self-confidence, develop individuals, and increase productivity of an organization

Expected Student Learning Outcome: RECOGNIZE MANAGEMENT'S ROLE IN ASSISTING EMPLOYEES IN GOAL ACHIEVEMENT

(Resources: Super. Mgt.-Chap. 8; Supervision-Chap. 4; Intro.-Chap. 22)

J002: Describe the supervisor's role in assisting employees achieve satisfaction of their needs

Expected Student Learning Outcome: DIFFERENTIATE BETWEEN VARIOUS MOTIVATIONAL TECHNIQUES

(Resources: Super. Mgt.-Chap. 8 & 16; Supervision-Chap. 4 & 16; Intro.-Chap. 13 & 22; Business-Chap. 22)

J003: Recognize the relationship between money, motivation, and the expectancy theory
J006: Describe the effects of "job rotation" strategy
J007: Describe the use and effects of "job enlargement"
J008: Describe the use and effects of "job enrichment"
J009: Describe the motivational effects of "participative management"
J011: Identify the conditions for effective team building

Leadership

Expected Student Learning Outcome: RECOGNIZE AND DIFFERENTIATE BETWEEN VARIOUS MODELS OF LEADERSHIP

(Resources: Super. Mgt.-Chap. 9; Supervision-Chap. 4; Intro.-Chap. 11 & 14; Business-Chap. 23)

K001: Compare and contrast the different models of leadership behavior
K003: Define McGregor's "Theories X" and "Y"
K004: Identify the advantages and disadvantages of "Theories X" and "Y"
K005: Describe how "Theory Z" can be used as a motivational tool
K011: Identify ways in which a supervisor may effectively function with higher level management

Expected Student Learning Outcome: IDENTIFY LEADERSHIP STYLES

(Resources: Super. Mgt.-Chap. 9; Supervision-Chap. 4; Intro.-Chap. 11 & 14; Business-Chap. 23)

K002: Identify the factors in a given management situation that influence the choice of a leadership style

Expected Student Learning Outcome: IDENTIFY THE SUPERVISOR'S ROLE IN DISCIPLINE OF EMPLOYEES

(Resources: Super. Mgt.-Chap. 13; Supervision-Chap. 18; Business-Chap. 23)

K006: Define discipline
K007: List the steps of progressive discipline
K008: Describe the supervisor's disciplinary role

Expected Student Learning Outcome: IDENTIFY THE LEADERSHIP ROLE OF MANAGEMENT IN PREVENTIVE CONTROL MEASURES

(Resources: Super. Mgt.-Chap. 15; Supervision-Chap. 19; Intro.-Chap. 22)

K009: Identify how supervisory control works
K010: Describe how preventive control works

Government Regulation

Expected Student Learning Outcome: IDENTIFY GOVERNMENT REGULATIONS THAT APPLY TO BUSINESSES

(Resources: Super. Mgt.-Chap. 10; Supervision-Chap. 1, 13, & 17; Intro.-Chap. 16)

L001: Identify federal, state, and local government regulations with which (supervisory) management should be familiar

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Information Systems and Management

Expected Student Learning Outcome: ANALYZE DATA PROVIDED BY BASIC SOFTWARE PACKAGES

(Resources: Super. Mgt.-Chap. 17; Intro.-Chap. 24; Business-Chap. 18)

M001: Differentiate between data processing and management information systems
M002: Analyze the type of data and reports from basic software packages utilized by supervisory managers (i.e. word processing, data-base management systems, and electronic spreadsheets)

SUGGESTED RESOURCE LIST

BUSINESS PRINCIPLES AND MANAGEMENT by Kenneth E. Everard and Jim Burrow. South-Western Publishing Company, 1990.

INTRODUCTION TO MANAGEMENT PRACTICE by Ronald S. Burke and Lester R. Bittel. McGraw-Hill Book Company, 1981.

SUPERVISION-CONCEPTS AND PRACTICES OF MANAGEMENT by Raymond L. Hilgert and Theo Haimann. South-Western Publishing Company, 1991.

SUPERVISORY MANAGEMENT by Donald C. Mosley, Leon C. Megginson, and Paul H. Pietri. South-Western Publishing Company, 1989.

GENERAL RELATED CORE CURRICULM FOR COOPERATIVE INDUSTRIAL EDUCATION

Cooperative Industrial Education Teacher's Resource Guide

Competency Listing
Expected Student Learning Outcomes
and
Cross-Referenced Instructional Materials by Competencies

Missouri Department of Elementary and Secondary Education
Division of Vocational and Adult Education
Marketing & Cooperative Education Section

University of Missouri-Columbia
Department of Practical Arts and Vocational-Technical Education
Marketing Education Program

1991

COMPETENCY PROFILE DEVELOPMENT FOR THE GENERAL RELATED CORE CURRICULUM FOR COOPERATIVE INDUSTRIAL EDUCATIONAL PROGRAMS

Project Number: 91-133-110-7(B)

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Division of Vocational and Adult Education
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1991 REVISIONS TO THE MISSOURI COOPERATIVE INDUSTRIAL EDUCATION GENERAL RELATED CORE CURRICULUM

The Marketing and Cooperative Education section of the Division of Vocational and Adult Education, through a funded project with the Marketing Education program at the University of Missouri-Columbia, established a minimum core curriculum for "Cooperative Industrial Education (CIE)" as part of the Vocational Instructional Management System (VIMS) implementation in 1984. These were the minimum general related core competencies that should be utilized in all CIE programs on the secondary level.

In order to insure that the secondary programs of CIE are providing up-to-date instruction, the general related core competencies were revalidated by CIE teacher-coordinators and appropriate revisions and/or modifications made in the general related core competencies of the curriculum during the 1990-91 academic year.

Revalidation Process

The following activities were undertaken as part of the revalidation process:

1. Each CIE teacher-coordinator teaching a course in management completed a survey instrument utilizing a five-point likert scale for each core competency. The likert scale ranged from "very critical" to "not critical" for the assessment of each core competency in the current curriculum. In addition, each CIE teacher-coordinator was asked to add any additional competencies which they deemed "critical" to the curriculum. CIE teacher-coordinators were also asked to indicate the title of instructional resources that were utilized within the program.

2. Upon completion of the data gathering from the survey, the data was tabulated and presented at the Fall, 1990 Cooperative Industrial Education In-Service Meeting for their review. Utilizing the data provided, CIE teacher-coordinators made revisions and/or modifications to the core competencies.

3. Following the revisions and/or modifications made by the CIE teacher-coordinators, a second survey instrument was developed for assessment of the core competencies.

4. Upon completion of the second survey, two focus groups were established around the state. The purpose of the focus groups were to review the "revised" core curriculum, solicit information concerning instructional resources for the purpose of cross-referencing, and to sort the competencies into topical headings under each major duty band.

5. Once the "revised" core competencies were determined, the project staff "cross-referenced" the core competencies with selected textbooks and resource materials. In addition, expected student learning outcomes were developed for major subdivisions of the core curriculum for Cooperative Industrial Education.

6. Selected Cooperative Industrial Education teacher-coordinators conducted a final review of all materials for accuracy and useability and established the "revised" general related core curriculum.

Revisions in the Core Curriculum

The following revisions were made in the CIE General Related Core Curriculum:

1. The "duty bands" of Income Management, Insurance, Legal Responsibilities, Social Security, and Tax Responsibilities were deleted.

2. The "duty band" of Computer Awareness was retitled Technology Awareness and a new "duty band" entitled Individualized Instruction with appropriate competencies, was added.

3. Many of the competencies within the general related core curriculum were reworded and/or modified to provide greater depth in the teaching of the competencies and to reflect current trade and industry standards. In many instances, competencies were dropped from the listing, but the intent of the content of the competency was included within another competency.

4. Competency numbering schemes were maintained in order to assist those instructors utilizing computerized record keeping and to maintain cross listing of test questions, performance assessment techniques, and Instructional Management Plans provided to marketing instructors as part of the implementation of the Vocational Instructional Management System process.

COOPERATIVE INDUSTRIAL EDUCATION
GENERAL RELATED CORE CURRICULUM

CAREER RESEARCH AND PLANNING

A001 Select a tentative career objective within an industry
A002 Develop a personal career profile
A003 Develop tentative short-range, mid-range, and long-range career decisions within an industry.

TECHNOLOGY AWARENESS

B001 Identify basic operations of a computer
B002 Recognize basic software packages such as word processing, data-base management systems, and electronic spreadsheets--as they relate to industry

EMPLOYMENT ORIENTATION

C001 Demonstrate self discipline, including regular and punctual attendance and dependability within the work place
C002 Demonstrate a willingness to learn as it applies to the work place
C003 Demonstrate the ability to work with or without supervision
C004 Illustrate the organization, supervision, rules, policies, and procedures are important to the success of a business
C005 Determine what is needed to accomplish work assignments
C006 Adjust to unanticipated situations in the work place by applying established rules and regulations

HUMAN RELATIONS

D001 Illustrate the major parts of a person's lifestyle
D002 Demonstrate how aptitude and ability can impact a person's success in an industry
D003 Identify problems within industry, evaluate possible solutions, and reach a logical decision to handle the problem
D004 Demonstrate the ability to offer and accept criticism constructively
D005 Demonstrate respect for the opinions, customs, and individual differences of others
D006 Interact in a socially appropriate manner

JOB APPLICATION AND INTERVIEW

E001 Develop a letter of application and a personal resume for a position within an industry
E002 Complete an application for employment as utilized in an industry
E003 Meet the standards of dress and grooming for an employment interview within an industry
E004 Describe appropriate personal hygiene for an employment interview and a position within an industry
E005 Demonstrate a positive attitude toward oneself, work, and price in accomplishment during an employment interview
E006 Complete a thank-you letter for an employment interview

LEADERSHIP DEVELOPMENT

F001 Demonstrate how positive leadership characteristics can assist an individual within an industry
F002 Demonstrate the ability to set goals and allocate time to achieve them
F003 Demonstrate the capacity to accept responsibilities
F004 Explain the responsibilities of citizenship
F005 Participate in group and committee discussions to reach group consensus

ECONOMIC CONCEPTS OF PRIVATE ENTERPRISE

G001 Interpret the effects, advantages, and disadvantages of the open shop versus the closed shop
G002 Describe the way in which the government is involved in our economy
G003 Delineate the difference between different economic systems
G004 Describe the circular flow of economic activity
G005 Cite the characteristics of the free enterprise economic system
G006 Describe the roles of industry and labor in the creating wealth, maintaining employment, and raising the standard of living

OCCUPATIONAL COMMUNICATION (ORAL AND WRITTEN)

H001: Identify the primary communications skills.
H002: Illustrate listening strategies that improve understanding and performance on the job.
H003: Describe the advantages a written message may have over a spoken one.
H004: Read and understand written communications in industry.
H005: Compare and contrast different forms of written business communication as utilized in industry.
H006: Comprehend and give oral instructions in a business like manner as related to the work place.
H007: Demonstrate proper business like methods of placing/receiving telephone calls and recording telephone messages.

OCCUPATIONAL MATHEMATICAL COMPUTATIONS

I001: Compute addition, subtraction, multiplication, and division problems as related to an industry.
I002: Compute addition, subtraction, multiplication, and division of decimal number problems as related to an industry.
I003: Interpret quantitative information from tables, charts, and graphs as it relates to an industry.
I004: Compute ratios and percentages, as related to industry.
I005: Calculate distance, weight, area, volume, and/or time problems as related to an industry.
I006: Determine costs, time, or resources needed to complete a task within an industry.
I007: Compute costs and make change as it applies to an industry.

OCCUPATIONAL SAFETY

J001: Describe actions that various agencies take to prevent accidents on the job.
J002: Illustrate how accidents on the job can be caused through human error.
J003: Identify potentially hazardous situations and apply appropriate solutions.

INDIVIDUALIZED INSTRUCTION

K001: Analyze technical and related information required of an industry.
K002: Apply specific technical and related information to supervised employment within an industry.
K003: Demonstrate appropriate job knowledge and skills in supervised employment within an industry.

EXPECTED STUDENT LEARNING OUTCOMES BASED ON THE GENERAL RELATED CORE CURRICULUM FOR COOPERATIVE INDUSTRIAL EDUCATION

The student will be able to:

CAREER RESEARCH AND PLANNING

identify a career objective and career profile within industry.

TECHNOLOGY AWARENESS

identify computer operations within industry.

EMPLOYMENT ORIENTATION

develop positive industry work-traits.
recognize the importance of rules and regulations within industry.

HUMAN RELATIONS

recognize the components of lifestyle as it relates to industry.
relate aptitude and ability to industry success.
develop effective human relations skills for industry.

JOB APPLICATION AND INTERVIEW

complete an employment interview for a position in industry.

LEADERSHIP DEVELOPMENT

develop leadership skills for industry.
recognize citizenship responsibilities as related to a position in industry.

ECONOMIC CONCEPTS OF PRIVATE ENTERPRISE

identify the components of the free enterprise system.
identify the role of labor and industry in a free enterprise system.

OCCUPATIONAL COMMUNICATIONS (ORAL AND WRITTEN)

use oral communication skills within the industry.
use written communication skills within the industry.

OCCUPATIONAL MATHEMATICAL COMPUTATIONS

calculate work-related mathematical situations.

OCCUPATIONAL SAFETY

analyze industry-related safety operations.

INDIVIDUALIZED INSTRUCTION

analyze and apply industry-related information.

SUGGESTED CURRICULUM MODEL FOR COOPERATIVE INDUSTRIAL EDUCATION

		PRIMARY FOCUS: CORE COMPETENCIES	SECONDARY FOCUS: OCCUPATIONAL SPECIFIC
September			
WEEK	1	Orientation to CIE, cooperative education components, and VICA	Determination of specific occupational curriculum to be developed for individualized instruction for each student in the CIE program.
	2	INDIVIDUALIZED INSTRUCTION: Analyze and apply industry-related information (K001, K002, K003)	INDIVIDUALIZED STUDY GUIDES FOR EACH STUDENT
	3	CAREER RESEARCH AND PLANNING: Identify a career objective and career profile within industry (A001, A002, A003)	INDIVIDUALIZED STUDY GUIDE FOR EACH STUDENT
	4	EMPLOYMENT ORIENTATION: Develop positive industry work traits (C001, C002, C003, C005)	INSTRUCTIONAL MANAGEMENT PLAN ACTIVITY
October			
WEEK	5	EMPLOYMENT ORIENTATION (continued)	INDIVIDUALIZED STUDY GUIDE FOR EACH STUDENT
	6	EMPLOYMENT ORIENTATION: Recognize the importance of rules and regulations within industry (C004, C006)	INSTRUCTIONAL MANAGEMENT PLAN ACTIVITY
	7	HUMAN RELATIONS: Recognize the components of lifestyle as it relates to an industry (D001)	INDIVIDUALIZED STUDY GUIDE FOR EACH STUDENT
	8	HUMAN RELATIONS: Relate aptitude and ability to industry success (D002)	INSTRUCTIONAL MANAGEMENT PLAN ACTIVITY
November			
WEEK	9	HUMAN RELATIONS: Develop effective human relations skills for industry (D003, D004, D005, D006)	INDIVIDUALIZED STUDY GUIDE FOR EACH STUDENT

	PRIMARY FOCUS: CORE COMPETENCIES	SECONDARY FOCUS: OCCUPATIONAL SPECIFIC
10	HUMAN RELATIONS (continued)	INSTRUCTIONAL MANAGEMENT PLAN ACTIVITY
11	LEADERSHIP DEVELOPMENT: Develop leadership skills for industry (F001, F002, F003, F005)	INDIVIDUALIZED STUDY GUIDE FOR EACH STUDENT
12	LEADERSHIP DEVELOPMENT: Recognize citizenship responsibilities as related to a position in industry (F004)	INSTRUCTIONAL MANAGEMENT PLAN ACTIVITY
December		
WEEK 13	OCCUPATIONAL MATHEMATICAL COMPUTATIONS: Calculate industry related mathematical situations (I001, I002, I003, I004, I005 I006, I007)	INDIVIDUALIZED STUDY GUIDE FOR EACH STUDENT
14	OCCUPATIONAL MATHEMATICAL COMPUTATIONS (continued)	INSTRUCTIONAL MANAGEMENT PLAN ACTIVITY
15	OCCUPATIONAL MATHEMATICAL COMPUTATIONS (continued)	INSTRUCTIONAL MANAGEMENT PLAN ACTIVITY
January		
WEEK 16	TECHNOLOGY AWARENESS: Identify computer operations within industry (B001, B002)	INSTRUCTIONAL MANAGEMENT PLAN ACTIVITY
17	TECHNOLOGY AWARENESS (continued)	INDIVIDUALIZED STUDY GUIDE FOR EACH STUDENT
18	ECONOMIC CONCEPTS OF PRIVATE ENTERPRISE: Identify the components of the free enterprise system (G001, G002, G003, G004, G005)	INSTRUCTIONAL MANAGEMENT PLAN ACTIVITY
END OF FALL SEMESTER		
February		
WEEK 19	ECONOMIC CONCEPTS OF PRIVATE ENTERPRISE (continued)	INDIVIDUALIZED STUDY GUIDE FOR EACH STUDENT

		PRIMARY FOCUS: CORE COMPETENCIES	SECONDARY FOCUS: OCCUPATIONAL SPECIFIC
	20	ECONOMIC CONCEPTS OF PRIVATE ENTERPRISE: Identify the role of labor and industry in a free enterprise system (G006)	INSTRUCTIONAL MANAGEMENT PLAN ACTIVITY
	21	OCCUPATIONAL COMMUNICATIONS: Utilize oral communication skills within industry (H001, H002, H006, H007)	INDIVIDUALIZED STUDY GUIDE FOR EACH STUDENT
	22	OCCUPATIONAL COMMUNICATIONS (continued)	INSTRUCTIONAL MANAGEMENT PLAN ACTIVITY
March			
WEEK	23	OCCUPATIONAL COMMUNICATIONS: Utilize written communication skills within industry (H003, H004, H005)	INDIVIDUALIZED STUDY GUIDE FOR EACH STUDENT
	24	OCCUPATIONAL COMMUNICATIONS (continued)	INSTRUCTIONAL MANAGEMENT PLAN ACTIVITY
	25	OCCUPATIONAL SAFETY: Analyze industry-related safety operations (J001, J002, J003)	INDIVIDUALIZED STUDY GUIDE FOR EACH STUDENT
	26	OCCUPATIONAL SAFETY (continued)	INSTRUCTIONAL MANAGEMENT PLAN ACTIVITY
April			
WEEK	27	JOB APPLICATION AND INTERVIEW: Complete an employment interview for a position within industry (E001, E002, E003, E004, E005, E006)	INDIVIDUALIZED STUDY GUIDE FOR EACH STUDENT
	28	JOB APPLICATION AND INTERVIEW (continued)	INDIVIDUALIZED STUDY GUIDE FOR EACH STUDENT
	29		
	30	JOB APPLICATION AND INTERVIEW (continued)	INSTRUCTIONAL MANAGEMENT PLAN ACTIVITY

		PRIMARY FOCUS: CORE COMPETENCIES	SECONDARY FOCUS: OCCUPATIONAL SPECIFIC
May			
WEEK	31	JOB APPLICATION AND INTERVIEW (continued)	INDIVIDUALIZED STUDY GUIDE FOR EACH STUDENT
	32	JOB APPLICATION AND INTERVIEW (continued)	INDIVIDUALIZED STUDY GUIDE FOR EACH STUDENT
	33	Review of General Related core competencies	INDIVIDUALIZED STUDY GUIDE FOR EACH STUDENT
	34	Review of General Related core competencies	INDIVIDUALIZED STUDY GUIDE FOR EACH STUDENT
June			
WEEK	35	Mastery test over General Related core competencies	INDIVIDUALIZED STUDY GUIDE FOR EACH STUDENT
	36		

END OF SPRING SEMESTER

CROSS-REFERENCED INSTRUCTIONAL MATERIALS BASED ON THE GENERAL RELATED CORE CURRICULUM FOR COOPERATIVE INDUSTRIAL EDUCATION

Career Research and Planning

Expected Student Learning Outcome: IDENTIFY A CAREER OBJECTIVE AND CAREER PROFILE WITHIN INDUSTRY.

(Resources: World of Work-Chap. 4; Working-Chap. 12, 13, 14)

A001: Select a tentative career objective within an industry.
A002: Develop a personal career file.
A003: Develop tentative short-range, mid-range, and long-range career decisions within an industry.

Technology Awareness

Expected Student Learning Outcome: IDENTIFY COMPUTER OPERATIONS WITHIN INDUSTRY.

(Resources: World of Work-Chap. 12; Working-Chap. 19)

B001: Identify basic operations of a computer
B002: Recognize basic software packages, such as word processing, data-base management systems, and electronic spreadsheets, as they relate to industry.

Employment Orientation

Expected Student Learning Outcomes: DEVELOP POSITIVE INDUSTRY WORK-TRAITS.

(Resources: World of Work-Chap. 6 & 8; Working-Chap. 6)

C001: Demonstrate self-discipline, including regular and punctual attendance and dependability within the work place.
C002: Demonstrate a willingness to learn as it applies to the work place.
C003: Demonstrate the ability to work with or without supervision.
C005: Determine what is needed to accomplish work assignments.

Expected Student Learning Outcomes: RECOGNIZE THE IMPORTANCE OF RULES AND REGULATIONS WITHIN INDUSTRY.

(Resources: Working-Chap. 6)

C004: Illustrate that organization, supervision, rules, policies, and procedures are important to the success of a business.

Human Relations

Expected Student Learning Outcomes: RECOGNIZE THE COMPONENTS OF LIFESTYLE AS IT RELATES TO INDUSTRY.

(Resources: World of Work-Chap. 1)

D001: Illustrate the major parts of a person's lifestyle.

Expected Student Learning Outcomes: RELATE APTITUDE AND ABILITY TO INDUSTRY SUCCESS.

(Resources: World of Work-Chap. 2; Working-Chap. 13)

D002: Demonstrate how aptitude and ability can impact a person's success in an industry.

Expected Student Learning Outcomes: DEVELOP EFFECTIVE HUMAN RELATIONS SKILLS FOR INDUSTRY.

(Resources: World of Work-Chap. 6; Working-Chap. 9)

D003: Identify problems within industry, evaluate possible solutions, and reach a logical decision to handle the problem.
D005: Demonstrate the ability to offer and accept criticism constructively.
D006: Demonstrate respect for the opinions, customs, and individual differences of others.
D007: Interact in a socially appropriate manner.

Job Application and Interview

Expected Student Learning Outcomes: COMPLETE AN EMPLOYMENT INTERVIEW FOR A POSITION IN INDUSTRY.

(Resources: World of Work-Chap. 5; Working-Chap. 4 & 11)

E001: Develop a letter of application and personal resume for a position within an industry.
E002: Complete an application for employment as utilized in an industry.
E003: Meet the standards of dress and grooming for an employment interview within an industry.
E004: Describe appropriate hygiene for an employment interview and a position within an industry.
E005: Demonstrate a positive attitude toward oneself, work, and pride in accomplishment during an employment interview.
E006: Complete a thank-you letter for an employment interview.

Leadership Development

Expected Student Learning Outcomes: DEVELOP LEADERSHIP SKILLS FOR INDUSTRY.

(Resources: World of Work-Chap. 4, 6, 15; Working-Chap. 9)

F001: Demonstrate how positive leadership characteristics can assist an individual within an industry.
F002: Demonstrate the ability to set goals and allocate time to achieve them.
F003: Demonstrate the capacity to accept responsibilities.
F005: Participate in group and committee discussions to reach group consensus.

Expected Student Learning Outcomes: RECOGNIZE CITIZENSHIP RESPONSIBILITIES AS RELATED TO A POSITION IN INDUSTRY.

(Resources: Working-Chap. 31)

F004: Explain the responsibilities of citizenship.

Economic Concepts of Private Enterprise

Expected Student Learning Outcomes: IDENTIFY THE COMPONENTS OF THE FREE ENTERPRISE SYSTEM.

(Resources: World of Work-Chap. 13; Working-Chap. 21)

G001: Interpret the effects, advantages, and disadvantages of the open shop versus the closed shop.
G002: Describe the way in which the government is involved in our economy.
G003: Delineate the differences between different economic systems.
G004: Describe the circular flow of economic activity.
G005: Cite the characteristics of the free enterprise economic system.

Expected Student Learning Outcomes: IDENTIFY THE ROLE OF LABOR AND INDUSTRY IN A FREE ENTERPRISE SYSTEM.

(Resources: World of Work-Chap. 13; Working-Chap. 21)

G006: Describe the roles of industry and labor in the creating of wealth, maintaining employment, and raising the standard of living.

Occupational Communications (Oral and Written)

Expected Student Learning Outcomes: UTILIZE ORAL COMMUNICATION SKILLS WITHIN INDUSTRY.

(Resources: World of Work-Chap. 10; Working-Chap. 15)

H001: Identify the primary communications skills.
H002: Illustrate listening strategies that improve understanding and performance on the job.
H006: Comprehend and give oral instructions in a business like manner as related to the work place.
H007: Demonstrate proper business like methods of placing/receiving telephone calls and recording telephone messages.

Expected Student Learning Outcomes: UTILIZE WRITTEN COMMUNICATION SKILLS WITHIN INDUSTRY.

(Resources: World of Work-Chap. 10; Working-Chap. 15)

H003: Describe the advantages a written message may have over a spoken one.
H004: Read and understand written communications in industry.
H005: Compare and contrast different forms of written business communication as utilized in industry.

Occupational Mathematical Computations

Expected Student Learning Outcomes: CALCULATE INDUSTRY-RELATED MATHEMATICAL SITUATIONS.

(Resources: World of Work-Chap. 11; Working-Chap. 16)

I001: Compute addition, subtraction, multiplication, and division problems as related to an industry.
I002: Compute addition, subtraction, multiplication, and division of decimal number problems as related to an industry.
I003: Interpret quantitative information from tables, charts, and graphs as it relates to an industry.
I004: Compute ratios and percentages, as related to industry.
I005: Calculate distance, weight, area, volume, and/or time problems as related to an industry.
I006: Determine costs, time, or resources needed to complete a task within an industry.
I007: Compute costs and make change as it applies to an industry.

Occupational Safety

Expected Student Learning Outcomes: ANALYZE INDUSTRY-RELATED SAFETY OPERATIONS.

(Resources: World of Work-Chap. 9; Working-Chap. 17)

J001: Describe actions that various agencies take to prevent accidents on the job.
J002: Illustrate how accidents on the job can be caused through human error.
J003: Identify potentially hazardous situations and apply appropriate solutions.

Individualized Instruction

Expected Student Learning Outcomes: ANALYZE AND APPLY INDUSTRY-RELATED INFORMATION.

(Resources: Working-Chap. 14)

K001: Analyze technical and related information required of an industry.
K002: Apply specific technical and related information to supervised employment within an industry.
K003: Demonstrate appropriate job knowledge and skills in supervised employment within an industry.

SUGGESTED RESOURCE LIST

SUCCEEDING IN THE WORLD OF WORK by Grady Kimbrell and Ben S. Vineyard, Bennett & McKnight, 1986.

WORKING SKILLS FOR A NEW AGE by Larry J. Bailey, Delmar Publishing Inc., 1990.